

Year 3/4 Curriculum Coverage



Autumn Term Year 3 Mrs Brocklehurst Here we are. Aut 1 Stone Age Aut 2			
Topic texts	Knowledge	Skills	Enrichment Opportunities
	<p>English</p> <ul style="list-style-type: none"> Narrative (writing to entertain) Stories with adventure and mystery Stories in an imaginary world Information Text (writing to inform) Non-Chronological reports Explanations Biographies (link to Black History and Mary Anning) Poetry (language features focus) Personification, similes, metaphors <p>Maths (White Rose Scheme)</p> <ul style="list-style-type: none"> Place value Addition and Subtraction Multiplication and Division 	<p>Reading</p> <p>Develop positive attitudes to reading, and an understanding of what they read Understand what they read, in books they can read independently Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Writing</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Increase the legibility, consistency and quality of their handwriting</p> <p>Number & Place Value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in word and compare and order numbers up to 1000 <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones then tens then hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	<p>Walks around Dawley to 'map' our local area.</p> <p>'Stone Age Experience lessons'</p>

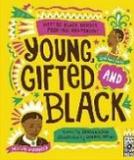
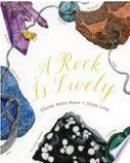


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		<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers <p>Multiplication & Division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know 	
	<p>Science Scientists Mary Anning & William Smith Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use some new equipment appropriately (eg data loggers). Begin to see a pattern in my results. Begin to choose from a selection of equipment. Begin to observe and measure accurately using standard units including time in minutes and seconds. Ask some relevant questions and use different types of scientific enquiries to answer them. Begin to explore everyday phenomena and the relationships between living things and familiar environments. Begin to develop their ideas about functions, relationships and interactions. Begin to raise their own questions about the world around them. Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources. Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to think of more than one variable factor. Gather record, and begin to classify and present data in a variety of ways to help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	

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	<p>History (cross curricular Autumn 1)</p> <ul style="list-style-type: none"> To understand how far back Prehistory dates using a timeline to support chronological understanding To explore the past, asking questions by looking at rock formations and fossils To explore what we can learn about the past from famous people (Mary Anning) To collect information about history in local area <p>October: Black History Month</p>  <p><u>Stone Age</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <p>Use timelines to place events in order. Understand that timeline can be divided into BC and AD. Use historical vocabulary e.g. century, decade. Use evidence to find out how things have changed during a time period. Describe how some of the past events/people affect life today Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as ‘how did people? What did people do for?’ Suggest sources of evidence to use to help answer questions Present findings about past using speaking, writing, computing and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.</p>	
	<p><u>Art/ D&T</u></p> <p>Drawing Skills with a focus on perspective (Artist David Hockney)</p> <p>Watercolour (Artist Sylvia Long)</p> 	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p>	

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	<p><u>D&T</u></p> <p>Stone Age shelters (Plan, do, review)</p> <p>Cooking (link to Science)</p>	<p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p>D&T Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], • accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
	<p><u>Geography</u></p> <p>Location / Place Knowledge</p> <p>Name and locate geographical regions, identifying human and physical characteristics, key topographical features (in hills, mountains and rivers).</p>	<p>Build on prior knowledge of UK regions by using maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p>	



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	<p>Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Geographical Skills and Fieldwork (on-going to close the gap due to Covid 19)</p>	<p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn.</p> <p>Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs – do they think these were taken close to the Equator or further away.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in Sicily and compare to region of the UK.</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? Relate land use and trade to settlements.</p>	
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	<p><u>Computing</u></p> <p>Coding (Purple Mash) UNITS 3.1 Coding UNIT 3.2 Internet Safety UNIT 3.3 Spreadsheets</p>	<p>3.1</p> <ul style="list-style-type: none"> • To design and write a program that accomplishes a specific goal. • To design and write a program that simulates a physical system. • To use repetition commands • To introduce 'if' statements. • Debugging. explain what steps to follow to debug a program. • To introduce variables. <p>3.2</p> <ul style="list-style-type: none"> • To use safe passwords and communication methods. • To decide if everything on the internet is true <p>3.3</p> <ul style="list-style-type: none"> • To create pie charts and bar graphs. • To use the 'more than', 'less than' and 'equals' tools. • To introduce the Advanced Mode of 2Calculate and use coordinates. 	
	<p><u>Music</u></p> <p>Charanga Scheme yr 3 Glockenspiels</p>	<ul style="list-style-type: none"> • Sing simple songs with others or individually, remembering the melody and keeping in time. • Perform in tune and with expression. • Play notes on instruments clearly and including steps/ leaps in pitch. • Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics tempo, texture, structure. Use these words to identify where music works well/ needs improving. 	<p>Charanga</p> <p>*Famous musicians* composer of the month/term covered in assembly.</p>
	<p><u>PE</u></p> <p>Indoor and Outdoor</p>	<ul style="list-style-type: none"> • Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co- ordination. • They begin to show some understanding of simple tactics and basic compositional ideas. • They talk about differences between their own and others' performance and suggest improvements. • They understand how to exercise safely, and describe how their bodies feel during different activities. 	

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	<p>RE</p> <p>Creation / Fall</p> <p>PSHE</p> <ul style="list-style-type: none">• Healthy and well being• Relationships• Living in the wider world <p>(Drip teach through other lessons) Covid 19</p>	<ul style="list-style-type: none">• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.• know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.• know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.• understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.• that some people don't believe that God made the world.	
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